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ABSTRACT

This study sought to determine the extent of restrictive access to books in Georgia school library media centers and to discover by whose authority and for what reason these books might be placed on restrictive shelves. Questionnaires were completed and received from a stratified random sampling of 119 media specialists in high schools, middle or junior high schools, and elementary schools. The questionnaire inquired which titles were restricted, who authorized the restriction, reasons for restrictions, and what criteria were necessary for students to check out these titles. The study found that 29 percent of the survey participants had books in their school library media centers with restrictive access. The main restrictors of these books were library media specialists. Most titles were restricted because of explicit illustrations in books with sexual content. Parental permission was the main prerequisite for checking out the majority of these titles. There was no significant relationship between the grade and/or size of school and restrictive access to books. Appendixes include the Library Bill of Rights, a list of 99 titles challenged or banned in 1989-90, the survey questionnaire and cover letters, and a 29-item list of the restrictive titles from the survey. (Contains 22 references.) (GLR)

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RESEARCH STUDY

Restrictive Access to Books

in

School Library Media Centers

in Georgia

Vi DuPree
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ABSTRACT

RESTRICTIVE ACCESS TO BOOKS IN

SCHOOL LIBRARY MEDIA CENTERS IN GEORGIA

By

Vi DuPree

Purpose

The purpose of this study was to determine the extent of restrictive access to books in Georgia school library media centers.

Methods and Procedures

A questionnaire was designed as the data-gathering instrument. It was sent to a stratified random sampling of high schools, middle or junior high schools, and elementary schools. The questionnaire contained questions about what titles were restricted, who authorized restriction, reasons for restrictions, and what criteria was necessary for students to check-out these titles.

After the data were collected and tabulated, percentages and frequency of responses were determined.

Results

One hundred and nineteen library media specialists responded. The study found that 29% of the survey

participants had books in their school library media centers with restrictive access. The main restrictors of these books were library media specialists. Most titles were restricted because of explicit illustrations in books with sexual content. Parental permission was the main prerequisite for checking-out the majority of these titles. There was no significant relationship between the grade and/or size of school and restrictive access to books.

Conclusions

Most Georgia school library media centers do not have books with restrictive access. However, of those that do, a large number of those titles were restricted by the library media specialist without a complaint being filed.

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CHAPTER 1

INTRODUCTION

Overview

Children's literature has become a controversial topic in America. More and more books are being challenged as unsuitable for children and the school media centers are one of the main targets. Parents, teachers, conservative political and religious organizations, media specialists and school administrators are the most often challengers. Realism, profanity, sex, and racism are some of the most cited reasons but the list of "whys" continues to grow. The National Council of Teachers of English made the statement "that any work is potentially open to attack by someone, somewhere, and for some reason" (Snyder, 1977, p. 66).

Protests of children's literature has been prevalent throughout history, but prior to 1970 it was not a major concern for public schools. Authors adhered to the understood restrictions of not using profanity, or writing about sex or controversial social issues. Editors were the main censors. As times changed and the general public

became more liberal in their views and lifestyles, children's authors began to include more realistic topics in their books, such as death, divorce, sexuality, drug abuse, the occult, and racism. The demand for books to be banned accelerated in the 1980's and has continued to rise. Arthur J. Kropp, president of the People for the American Way, a liberal advocacy group, said "The 1990's are taking shape as the decade of the censor, and the public schools have not been spared" (*Newsletter on Intellectual Freedom, Fourth Edition,* Nov. 1991, p. 189).

There are various forms of censorship taking place in the public schools. Removal of books already on the library shelves and refusal to purchase are the most common. Restrictive access is another type of censorship less publicized. Both the American Association of School Librarians and the American Library Association condemn restrictive shelves as "major barriers between students and resources" (*Intellectual Freedom Manual,* 1992, p. 16). Article 5 of the *Library Bill of Rights* (Appendix A) protects the rights of all individuals to use a library and have free access to information regardless of origin, age, background, or views. This includes minors, school aged children, whose parents have the responsibility of

restricting what their children read, and their children only.

Before the 1980's, few school systems had organized procedures for handling challenged materials. As the attacks became more frequent, many schools developed formal policies, often called reconsideration policies, to address these issues. These policies provide guidelines by which individuals who wish to challenge materials, and the schools being challenged, must abide. Unfortunately, these procedures are not always followed. While some principals, teachers, and media specialists are aware of the seriousness of banning a book by removing it from the collection completely, they do not believe there is anything wrong with restricting access to certain books. A significant number of cases have been reported in issues of the *Newsletter on Intellectual Freedom*, *Attacks on the Freedom to Learn, 1990-1991 Report*, and other sources researched. Many educators believe restrictive access is just as serious a form of censorship as removal and refusal to purchase. This study has been conducted to investigate the extent of restrictive access in school media centers.

Statement of the Problem

The purpose of this study has been to determine if

library media centers limit access to certain books, requiring special permission for student checkout. The intent of this study has also been to discover by whose authority and for what reason books these might be placed on restrictive shelves.

Specific Questions

1. Are there books in the media center that have restrictive access?

If there are books that have restrictive access:

2. On whose authority, and for what reason, were these books placed on the restrictive shelf?

3. What are the criteria for student check-out?

Significance of Study

The significant increase during the 1980's in challenges to materials in school media centers accentuated the need for an interpretation of the *Library Bill of Rights* that reflected the unique role of school media centers in the educational process. This policy was adopted by the American Library Association Council on January 10, 1990 (*Intellectual Freedom Manual, Fourth Edition, 1992).* It defined the role and responsibilities of the school library media program and the school library media specialist in promoting intellectual freedom. A key responsibility of the library media specialist stated:

"School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view or hear" (*Intellectual Freedom Manual, Fourth Edition, 1992*, p. 91). The significance of this study may reiterate the need for school media specialist to resist restricting access to books and material. It could also help substantiate their stand in fulfilling this part of their responsibility.

Assumption

One assumption of this study was that each school had a board-approved selection policy based on the principles of the *Library Bill of Rights*. The existence of this policy would indicate that they implemented guidelines and standards to support their purchased selections.

Delimitation

It dealt with only library media centers in Georgia public schools.

Definition of Terms

1. Censorship - the deliberate attempt to ban, prohibit, suppress, proscribe, remove, label or restrict ideas or materials.

2. Challenge - to contest or object to the written content or illustrations of a book or other library material.

3. Restrictive Access - to limit free access to books or materials; segregating books or materials to special shelves or collections (often called "closed" or "reserved"), requiring special permission for student check-out.

CHAPTER 2

REVIEW OF THE LITERATURE

The American Library Association reported an increase in the use of libraries last year. Unfortunately, there are less books to choose from on the shelves. Book stores, public libraries and school media centers are handling more challenges and censorship attempts than ever before. There are individuals and groups all over the United States who are trying to make the decision of what individuals should read or even be allowed to read. The number and variety of titles found offensive continues to grow. This is a great concern to all who value the freedom to read.

This review of literature will reveal that the majority of censorship attempts are directed toward materials in schools. The history of censorship in schools is explored, as well as who censors, what is censored and why. The literature documents the problem of restrictive access, recognized by many as a serious form of censorship.

Historical Background

The library historically has been accepted as an important extension of the education process. In 1852, Edward Everett and George Ticknor, representing a group of

citizens attempting to open Boston's first public library, wrote:

> Reading ought to be furnished to all, as a matter of public policy and duty, on the same principle that we furnish free education, and in fact, as a part, and a most important part, of the education of all. For it has been rightly judged that--under political, social and religious institutions like ours--it is of paramount importance that the means of general information should be so diffused that the largest possible number of persons should be induced to read and understand questions going down to the very foundations of social order, which are constantly presenting themselves, and which we, as a people, are constantly required to decide, and do decide, either ignorantly or wisely (cited in Seymour, 1982, p.88).

Andrew Carnegie, who financed more than 2,500 new public libraries; Senator Jacob K. Javits; and former President of the United States Harry S. Truman are just a few who credit the public library for extending their education (Seymour, 1982).

School libraries did not come into prominence until after World War II. National standards were adopted in 1945 and again in 1960, describing the role, education and

responsibilities of the school librarian. The standards adhered to the principles of the *Library Bill of Rights* and established criteria for the evaluation and selection of materials. The goal of the standards was to ensure a balanced collection to satisfy the needs and interests of all students. The philosophy inherent in the *Library Bill of Rights* provides for a collection presenting all points of view, unrestrictive access to all persons, and the principle that no individual or group has the right to limit the freedom of expression of another (*Intellectual Freedom Manual*, 1992). These same intellectual freedoms are guaranteed by the First Amendment of our Constitution. Literature reveals, however, that throughout history people have tried to limit these basic freedoms.

Attempts to ban or censor books can be traced as far back as 387 B.C. when Plato objected to works by Homer (Noble, 1990). Schools had few problems with the selections in their libraries until the 1970's. It was then that "... a new breed of books came into being, dealing with such topics as menstruation, masturbation, divorce, drug abuse, and racism" (West, 1988, p. XV). Children's literature became more realistic, dealing with real-life problems and a child's own sense of reality. Societal changes brought on by the civil rights movement, the antiwar movement, and the

women's movement brought more openness. The family structure began to change and people began to question what is "right" or "wrong". Contemporary children's literature began to reflect these new values, and the challenges have been escalating ever since.

Censorship in School Media Centers

Access to information has been an area of particular interest to librarians and educators for many years. An alarming increase in challenges and censorship pressures has heightened this concern. The annual censorship survey by the People for the American Way reported the following facts about censorship activity in 1991-1992: (Eskey, 1992, p. 5A)

1. There were 376 separate attacks on books and other learning materials.

2. Evidence of censorship activity was in 44 states, with the most challenges in Florida, Texas, California, Oregon, and Minnesota.

3. The most incidents were in the Midwest and South, the least in the Northeast. Arkansas, Kentucky, North Dakota, New Mexico, Rhode Island, and Vermont reported no incidences.

4. The number of incidences was 50 percent higher than in 1990-1991. Learning materials were removed or restricted in 41 percent of the incidences, up by 34 percent.

5. Library material challenges doubled from 72 to 173.

6. The Religious Right inspired many of the challenges.

Research by others conclude that spotty data collection and the number of unreported incidences make estimates of the number of incidents unreliable. *Attacks on the Freedom to Learn* 1990-1991 *Report* states "that the majority of challenges to school materials go unreported" (p.1). Self-applied censorship by media specialists and teachers is suspected to be widespread also, but it is almost impossible to prove, according to Judith Krug, Director of the Office for Intellectual Freedom of the American Library Association (O'Neal, 1990). Whatever the number, the attacks are more frequent and more organized. The myth prevails that students accept uncritically all that is included in any book, and that schools endorse anything that is in a book (Jenkinson, 1990).

Most school systems have responded by adopting formal policies and procedures for the selection and evaluation of materials, and most importantly, for handling complaints. However, literature reveals that these procedures are not always followed by media specialist, teachers, or school administrators. Unfortunately, some school administrators agree with protesters and remove books without even reading them. A good, school board-supported policy is designed to

anticipate problems and to address them before they become more serious. Failure to adhere to these policies significantly increases the chances of books and materials being removed without due process.

"The fact that the majority of censorship attempts are directed at schools should not surprise anyone," says Judith Krug. "First, schools educate children. Second, they are funded by taxes. Children and taxes make for a volatile combination" (Krug, 1986, p. 14). Most of these censorship attempts have been made by parents who attempt to control what their children read. They hope to prevent their children from encountering controversial ideas and topics they find objectionable (Strickland, 1991). Richard Peck, author of many adolescent books, believes parents are threatened by their children's loss of innocence (Peck, 1992). An interview with Judy Blume, one of the most controversial authors of children's books, reports that she thinks adults have always been suspicious of books children like, and that they are uncomfortable with the reality of topics they find offensive (West, 1988). What is most disturbing is that some parents not only want to censor their own children's reading, but that of all children.

Conservative political groups, Religious Right groups, and concerned individuals account for many of the censorship

attempts in schools. They object to materials they claim are anti-Christian, anti-American, satanic, profane, sexual, or in anyway at odds with their world view (*Attack on the Freedom to Learn, The* 1990-1991 *Report*). Patrick Devlin, in his article "Morals and the Criminal Law", argued that banning books that are against the community's shared values is necessary to the survival of the community (Weissbord & McGreal, 1990).

Teachers and school administrators also challenge materials. Diane Hopkins, an assistant professor of library and information studies at the University of Wisconsin at Madison, found in her survey of 6,600 secondary schools, that 64 percent of challenges came from parents and 20 percent from teachers and principals (Hopkins, 1992). In a censorship case in Long Island, New York (Pico vs Board of Education), the school board banned a list of books they found anti-American, anti-Christian, anti-Semetic, and filthy. They justified their decision by stating "we who are elected by the community, are the eyes and ears of the parents. It is our duty, our moral obligation, to protect the children in our schools from this moral danger as surely as from physical and medical dangers" (cited in Molz, 1990, p. 21).

Controversy over the interpretation of intellectual freedom has been, is, and will most likely, always be a problem for libraries. Censors, whether they be parents, concerned citizens, teachers, media specialists, or school administrators, might sincerely be interested in the well-fare of students. Frank Hoffman includes in his book *Intellectual Freedom and Censorship*, a quote from the Office for Intellectual Freedom of the American Library Association, that gives a characteristic, he believes, describes most censors and would-be censors:

> Regardless of specific motives, all would-be censors share one belief--that they can recognize "evil" and that other people must be protected from it. Censors do not necessarily believe their own morals should be protected, but they do feel compelled to save their fellows (cited in Hoffman, 1989, p. 102).

Library books, which no student is required to read, accounts for nearly half of the challenges to educational materials (Kropp, 1989). These include classics, contemporary novels and picture books. Judy Blume dropped out of the top ten list of most frequently targeted materials in 1990-1991. Traditional targets, such as J. D. Salinger's *Catcher in the Rye*, Mark Twain's *Adventures of Huckleberry Finn*, and John Steinbeck's *Of Mice and Men*,

remained on the top ten list, but were ranked lower than in previous years (*Newsletter on Intellectual Freedom*, Nov. 1991). New targets and the reason challenged are:

1. Stephen King books - Profanity, sexual, violent.

2. *The Witches* by Roald Dahl - Satanic, occultic.

3. *A Wrinkle in Time* by Madeline L'Engle - New age religion, satanism.

4. *Scary Stories to Tell in the Dark* and *More Scary Stories to Tell in the Dark* by Alvin Schwartz - Demonic, scary, stressful.

5. *A Light in the Attic* by Shel Silverstein - Slight nudity, encouraging suicide.

6. *Sylvester and the Magic Pebble* by William Steig - Out of body experience.

A more complete list of challenged or banned books, compiled by the *Newsletter on Intellectual Freedom*, is included in Appendix B.

The People for the American Way report that one-third of all requests for removal of books or materials were in-part successful (*Attacks on the Freedom to Learn*, 1990-1991 *Report)*. Diane Hopkin's study found that 26.1 percent of the challenges resulted in removal of material. She found that the two most important factors determining whether challenged books were retained were, a school-board

approved material selection and evaluation policy, and the use of this policy when materials were challenged. Results from her survey indicate that 37 percent of the respondents reported the policy was not used at all, and 25.3 percent reported it was used fully (Hopkins, 1992). Such policies inform would-be censors that the school has specific guidelines for both the selection of books, and for handling complaints. In addition, the school makes known that it has carefully considered the significance of controversial books, and has provided alternatives for any challengers.

Restrictive Access

Restricting access to some books and materials is a practice that exists in some school media centers. It is sometimes done as a "lesser of two evils" when books or materials are found objectionable or offensive. A challenge or censorship attempt may result in restricting access to the book or material as an alternate solution. While this practice is not direct censorship, it constitutes censorship in a more subtle form. Restrictive access violates the spirit of the *Library Bill of Rights* in the following ways:

1. It violates that potion of Article 2 which states that "no library materials should be proscribed--- because of partisan or doctrinal disapproval." "Materials...proscribed"...as used in Article 2

includes "suppressed" materials. Restricted access achieves de facto suppression of certain materials. 2. It violates Article 5, which states that, " A person's right to use a library should not be denied or abridged because of...age."

Limiting access of certain materials only to adults abridges the use of the library for minors. Access to library materials is an integral part of the right to use a library. Such restrictions are generally instituted under the assumption that certain materials are "harmful" to minors, or in an effort to avoid controversy with adults who might think so. Libraries and library boards who would restrict the availability of materials to minors because of actual or anticipated parental objection should bear in mind that they do not serve in *loco parentis*. The American Library Association holds that it is parents---and only parents---who may restrict their children---and only their children---from access to library materials and services. Parents who would rather their children not have access to certain materials should so advise their children (cited in *Intellectual Freedom Manual*, Fourth Edition, 1992, p. 71-72).

The extent of restrictive access in school media centers is not known. Following are some recorded incidences and the reasons restricted:

Snow White by Grimm (Duvan County, Florida). Parental permission required. Reason: Violence (Murray, 1992).

Witches by Roald Dahl (Escondido, California). Parental permission required. Reason: Promotes the occult, too frightening (*Newsletter on Intellectual Freedom*, May 1992).

The Dead Zone and *The Tommyknockers* by Stephen King (Duval County, Florida). Banned in middle schools, parental permission required in high schools. Reason: Filthy language, too graphic (*Newsletter on Intellectual Freedom*, May 1992).

Random House Thesaurus of Slang (Portland, Oregon). Teacher permission only. Reason: Racial epithets, slang words for sex and drugs (*Newsletter on Intellectual Freedom*, May 1992).

Blubber by Judy Blume (Perry Township, Ohio). Parental permission. Reason: "Bad is never punished, good never comes to the fore. Evil is triumphant" (*Newsletter on Intellectual Freedom*, March 1992, p. 41).

Freddy's Book by John Neufeld (Lake Fenton, Michigan). Parental permission. Reason: Describes male and female

genitalia, menstruation, erection, sexual intercourse, and wet dreams (*Newsletter on Intellectual Freedom*, Jan 1992).

Summary

School media centers are an extension of the education process. They are a place where students may engage in independent inquiry from a wide range of materials, covering all interests, beliefs, and needs. They are a place for entertainment, as well as for furthering education. Restricting students access to materials may limit their opportunity to develop critical and independent thought. Will students who are exposed to television, music, and movies in which there are few restrictions on language, violence, and sexual behavior, want to read stories set in today's world if it is not relevant (O'Neal, 1990)? Whose unbiased opinion can they really trust? Free access means having the right to choose, or not to choose, from a diverse collection maintained by the media center.

CHAPTER 3

METHODOLOGY AND PROCEDURES

This study was conducted through descriptive survey research. A questionnaire was used to determine the extent of restrictive access to books in school library media centers in Georgia. The procedures included determining the population to be surveyed, the development of the survey instrument, data collection, and data analysis.

Population

The population in this study consisted of a stratified random sampling of media specialists in Georgia public high schools, middle or junior high schools, and elementary schools. A 10 per cent sample from each group was selected from the *1992 Georgia Public Education Directory*. Starting from the ninth school in the list, every ninth high school, every ninth middle or junior high school, and every ninth elementary school was selected. The sample consisted of 32 high schools out of approximately 293, 28 middle or junior high schools out of approximately 247, and 90 elementary schools out of approximately 875. Size and location of the schools were not considered.

Instrument

The questionnaire (Appendix D) was designed to gather data that would answer the three research questions in Chapter One. Part I consisted of seven questions with either a yes or no answer or a list of choices.

Survey questions 1-4 answered the first research question about the existence of restrictive access to books. If the respondents answered no to Question 1, there was no need to answer other questions in Part I. The respondents were asked to continue with Part II. If the respondents answered yes to survey question 1, they were asked in survey question 2 to list the most recent title restricted in their media center.

Survey questions 3 and 4 were asked to determine if access to the books were restricted as a result of a challenge, formal or informal. The significance of these two questions was to determine if the existence of the titles on the restrictive access shelves was related to the increase in challenges and censorship attempts.

Survey questions 5 and 6 answered the second research question concerning who had the authority to restrict access to this title, and for what reason it was restricted. Choices were listed for the respondents to check applicable answers in both questions. An "other" category was

included, with the request to specify, in case a choice was omitted.

Survey question 7 answered the third research question about criteria necessary for students to check-out this restricted book. Response choices were listed, as well as an "other" category in case a choice was omitted.

Part II of the survey questionnaire consisted of two demongraphic questions. The type of school (high school, middle or junior high school, or elementary) and the number of students was requested. No other information about the media specialists or schools was necessary.

The questionnaire was critiqued by media specialists in the ELMT 885 graduate research class, Georgia State University. After revisions, the questionnaire was field-tested by sending it with a cover letter requesting feedback relative to the appropriateness of the instrument, to media specialists in two high schools, two middle or junior high schools, and two elementary schools that would not be participating in the actual study. Needed revisions were then made before sending it to the actual participants in the study.

Data Collection

The survey questionnaire was sent to each of the schools selected on January 5, 1993 (Appendix D). Media

specialists were asked to return the questionnaire by January 15, 1993. The cover letter explained the purpose of the survey and the fact that their school was selected by a method of stratified random sampling (Appendix C). The questionnaires were coded to keep track of non-respondents. Postcards were sent as a reminder to these non-respondents on January 12, 1993.

Data Analysis

A consultant in the Georgia State University Research Center determined the format to analyze the data from the returned questionnaires. Questions were coded to determine the frequency of responses for each survey question, and descriptive statistics were used to present the findings. These findings were evaluated in relation to the research questions of this study.

Chapter 4

Results

The purpose of this study was to determine the extent of restrictive access to books in school media centers in Georgia. Surveys were sent to media specialists in 32 high schools, 28 middle schools and 90 elementary schools for a total of 150 schools. One hundred and nineteen (79%) of the media specialists responded.

Table 1

Respondents from each type of school

Type	Frequency N=119	Percent
High Schools	26	21.8%
Middle Schools	26	21.8%
Elementary Schools	67	56.4%

Research Question 1

Are there books in your school media center that have restricted access? Survey Question 1 answered this question.

Eighty-five (71.4%) survey participants responded that their school media centers did not have books with

restrictive access, while 34 (28.6%) responded they did (See Table 2).

Table 2

Respondents with restrictive access to books

Type	Frequency N=34	Percent
High Schools	4	11.8%
Middle Schools	11	32.3%
Elementary Schools	19	55.9%

The respondents who had books with restrictive access were asked to complete Part I, answering Survey Questions 2-7. Survey Question 2 asked these respondents to list the most recent title restricted in their media center, and to answer questions 3-7 about that title. The restricted titles reported by the respondents are listed in Appendix F. Eleven (32.4%) of these titles were restricted as the result of a complaint, while 23 (67.6%) were not the result of a complaint. Of these complaints, 7 (20.6%) were formally challenged, while 25 (73.5%) were informally challenged. Two (5.9%) respondents did not answer Survey Question 4.

Research Question 2

On whose authority, and for what reason, were these books placed on the restrictive access shelf? Survey Questions 5 and 6 answered this question.

The greatest number of restrictors were media specialists with a frequency response of 18 (53%). Media committees were the second largest restrictors with 9 (26.5%).

Table 3

Who authorized restrictive access?

Choices	Frequency N=34	Percent
Teacher	1	2.9%
Media Specialist	18	53.0%
Media Committee	9	26.5%
Principal	1	2.9%
School Board	0	0.0%
Other	5	14.7%

Twelve choices were listed as reasons for restricting access to a book, including an "other" category. Respondents were asked to check as many that applied.

Sexuality received the most checks with a frequency response of 16 (47%).

Table 4

Reasons for restricting access

Reason	Frequency N=34	Percent
Profanity	6	17.6%
Nudity	8	23.5%
Sexuality	16	47.1%
Realism	5	14.7%
Racism	1	2.9%
Violence	2	5.9%
Satanism	3	8.8%
Stereotyping	0	0.0%
Anti-Christian	2	5.9%
Anti-American	0	0.0%
Drug Abuse	0	0.0%
Other	9	26.5

Research Question 3

What are the criteria for student check-out of this book? Survey Question 7 answered this question.

To determine the criteria for checking out a book that had restrictive access, respondents were given five choices, including an "other" category. They were asked to check as many that applied. Parental permission had the highest frequency response with 20 (58.8%). Table 5 shows the frequency responses of the other choices.

Table 5

Criteria for access to restricted books

Choices	Frequency N=34	Percent
Age	7	20.6%
Grade	5	14.7%
Parental Permission	20	58.8%
Teacher Permission	10	29.4%
Other	5	14.7%

Demographic Information

Demographic information requested consisted of the type of school - high school, middle or elementary, and the approximate number of students. Statistically there is no relationship between type of school and restricted access to books, as previously shown in Table 2.

Sixty-one of the respondents had a student population over 500. The smallest school was a high school with 200 students. The largest school was also a high school with 2100 students.

Chapter 5

Discussions and Conclusions

Findings

This study found that most school library media centers in Georgia do not restrict access to books. In the schools where there was restrictive access, the books were placed on the restrictive access shelf most often by the authority of the library media specialists. Media committees were the second largest restrictors, followed by the media coordinator.

Sexuality was the reason most often stated for restricting access to books, and then nudity, profanity, and realism. Explicit photographs were another reason .

Parental permission was the criterion reported most often for gaining access to restricted books. Other criteria reported in descending order, were teacher permission, age, and grade.

Discussion

The review of the literature stressed the importance of free access to information regardless of orgin, age, background or views. Providing free access to books is stated as a key responsibility of library media specialists in an interpretation of the *Library Bill of Rights*, (*Intellectual Freedom Manual, Fourth Edition*, 1992). This

study found that the vast majority of media specialists are meeting this responsibility. Only 34 of 119 library media centers had books with restrictive access.

Restricting access to a book is many times the result of a challenge or censorship attempt. Eleven of the titles restricted in this study were the result of a complaint, 7 of them formally challenged. Hopkins (1992), in her report of factors that kept books in school libraries despite objections, stated that a school board approved material selection and evaluation policy, and the use of this policy, were the two most important factors determining whether challenged books were retained. However, 26.1% of the challenged books retained in her survey were restricted. The review of the literature revealed that the support provided the library media specialists during the challenge process by the principal, teachers, and school system administrators was also an important factor relating to retention, as well as free access. It would be beneficial for a follow up study to be done to determine the extent material selection and evaluation policies are actually used when books are challenged. A future study could also determine the extent of support provided the media specialists during this challenge process.

The lack of internal support may be the main factor prompting library media specialists to restrict access to books already purchased. This study found that of the titles placed on the restrictive access shelf, most were restricted by the authority of the library media specialists. Media committees were next. Strickland (1991) stated that librarians deny access to kids to protect themselves because they are uncomfortable about information in books. Jenkinson (1990) stated that librarians fear reprisals or confrontations with administrators or parents. O'Neal (1990) suggested that collaboration among administrators, library media specialist, parents and teachers was critical. This study did not seek data on who challenged the restricted titles, formally or informally. The literature stated that parents are the most often challengers. This could be the topic of a follow up study.

Most of the titles restricted in this study dealt with the human body and the process of growing up. Nearly half the school library media specialists reported sexuality as the main reason to restrict access to books. The explicit illustrations were cited as the problem. Strickland (1991) stated that books on sex bother adults because they expose kids to information that adults want to suppress. The review of the literature listed anti-Christian,

anti-American, and racism as some of the main reasons for censoring books. However, they were among the least reasons cited by the school library media specialists in this study. All Judy Blume and Stephen King books were restricted by many of the respondents. The literature found them to be two of the most controversial authors. The cost of a book and the format (pop-up) were some of the other reasons listed.

Parental permission was the main criteria listed for student check-out of the restricted titles. Most of the literature reviewed supported the theory that parents have the responsibility of monitoring what their children read, but what their children read only. A report in the *Newsletter on Intellectual Freedom* (July 1992) stressed that library books are not required reading, and parents can direct their children to select other books if the ones they bring home offend them. No student is forced to read a particular book, but no student should be denied the chance. The next most mentioned criterion for checking out restricted books was teacher permission. These books were used mainly for research, and by students the teachers deemed mature.

Slightly more than half of the schools in this study had 500-999 students. Just under a quarter of the schools

had less than 500, and more than 1000. The data did not support that school size was a factor in restricting access to books. Several school media library specialists commented they thought their schools were too new to have restricted books. This study did not examine age of the school as a factor. A further study might include the age of the school in relation to the existence of restricted access to books.

The survey in this study was sent to high schools, middle schools, and elementary schools. The classics and sex education books in high schools and middle schools have long been controversial, but the literature revealed the new, unexpected targets are picture books in elementary schools. The data did not indicate that the type of school influenced restrictive access.

A delimitation of this study was that it dealt only with library media centers in Georgia. Eskey (1992) cited that most censorship activity in 1991-1992 was found in the Midwest and the state of Florida. Jacksonville, Florida had a record year with 24 challenges, including 15 restricted. An in-depth study including other states might support the review of the literature more than this study.

Applications

It is evident from this study that library media specialists must be more than "a keeper of the books". They must seek support of children's right to read from teachers, administrators, and parents. A school board approved selection, evaluation, and reconsideration policy was supported by the literature as being the most important factor influencing the retention of challenged books. School media committees, which members consist of teachers, parents, and administrators, are responsible for enforcing this policy. A responsibility of the library media specialists is to ensure that these members understand the content and procedures contained in the policy in order that they will be able to operate within the guidelines. The literature cites that most censorship attacks reflect the views of a small group or an individual. A formal policy conveys the message of unity and resolve in protecting the right to read, and informs would-be censors that the school has thoughtfully considered the significance of controversial books.

One practice emerging from this study is that some media specialists avoid controversy by not purchasing books or by restricting access. The literature suggested that these library media specialists should solicit the support

of their administrators and teachers, and involve parents in the reading experiences of their children. Collaboration with administrators, teachers, and parents may provide the support library media specialists need in fulfilling their responsibility of upholding the quality of their media centers by providing free access to a well-balanced and well-rounded collection.

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APPENDIX A

Library Bill of Rights

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

APPENDIX B

Challenged and Banned Books

BOOKS CHALLENGED OR BANNED IN 1989-1990

Books Challenged or Banned as Reported in the Newsletter on Intellectual Freedom from May 1989 through May 1990

Abernathy, Rev. Ralph D. *And the Walls Came Tumbling Down.* Harper. Burned in protest in Denver, Colo. (1989) because it alleges that Martin Luther King, Jr. was involved with three women. E. Napolean Walton, publisher of the Denver Cosmopolitan Advertiser, stated, "[Abernathy] has his freedom of speech, and we have our freedom to burn it." Source: Jan. 1990, p. 19.

Allard, Harry. *Bumps in the Night.* Bantam. Challenged at the South Prairie Elementary School in Tillamook, Oreg. (1989) because a medium and seances are in the story. Source: Jan. 1990, pp. 4-5.

Alyson, Sasha, ed. *Young, Gay and Proud.* Alyson Pubns. Challenged at the Public Libraries of Saginaw, Mich. (1989) because the book promoted acts in violation of Michigan law and "appears to qualify as obscene material." Source: May 1989, p. 78.

Anderson, Jill. *Pussy.* Timberline Press. The Putnam City, Okla. elementary school counselors (1989) are forbidden to use this story of a fictional dragon because it propagates the principles of "secular humanism" and "new age religion" and that its use would "drive a wedge between children and parents." Source: July 1989, p. 129.

Aylesworth, Thomas G. *Servants of the Devil: A History of Witchcraft.* Addison-Wesley. Removed from the Cleveland, Okla. middle school libraries (1989) because witchcraft is a "religion" and that the First Amendment bars the teaching of religion in schools. Source: July 1989, p. 128.

Baldwin, James. *If Beale Street Could Talk.* Dial; NAL. Removed from the St. Paul, Oreg. high school library (1989) because the book contains obscene language and explicit descriptions of sexual activity. Source: July 1989, p. 128.

Barber, Marion Dane. *On My Honor.* Dell; Ticknor. Retained at the Orchard [illegible] Elementary School in Cedar Falls, Iowa (1989) after being challenged because the 1986 Newbery Honor book contained "two swear words and one vulgarity." Source: Mar. 1990, p. 47; May 1990, p. 107.

Barrington, Ray. *Limericks: Historical and Hysterical.* Norton. Removed, but later returned to the Tokay High School library in Lodi, Calif. (1988) because it was "really inappropriate and there ought to be better books on limericks available." Source: May 1989, p. 75.

Bellairs, Rhoda. *Devils and Demons.* Watts. Challenged at the Newberg, Oreg. Public Library (1988) because the book was too graphic and the topic was negative and degrading. Source: Jan. 1990, pp. 4-5.

Blume, Judy. *Then Again, Maybe I Won't.* Bradbury Pr. Challenged in the Salem-Keizer, Oreg. School District (1989) because it is a fictional tale of a young boy's inability to cope and his very inappropriate responses to the changes taking place in his life. Source: Jan 1990, pp. 4-5.

Bolt, Jack. *Impressions Series.* Holt. Temporarily banned at the Hacienda-La Puente Unified School District in Hacienda Heights, Calif. (1989) because of morbid imagery. Removed from the Enid, Okla., Calif. School District (1989) because parents complained that some stories were evil and morbid. Challenged in the Coeur d'Alene, Idaho elementary schools (1989) because the reading series advocates witchcraft and raises moral and grammatical questions. Challenged in Stockton, Calif. (1990); Redondo Beach, Calif. (1990); Yucaipa, Calif. (1990); Oak Harbor, Wash. (1990); and Nashville, Tenn. (1990) because the series of readers contains too many negative stories, too many witches, too little mention of parents, and frequent references to Satanism. Source: Jan. 1990, p. 11; Mar. 1990, p. 46; May 1990, p. 85.

Bryant, Sara Cone. *Epaminondas and His Auntie.* Houghton. Retained, but moved from the children's section to the folk life section at the Spartanburg, S.C. County Library (1989) because "the book's drawings were stereotypical and demeaning to black people" Source: Nov. 1989, pp. 236-37.

Bunn, Scott. *Just Hold On.* Delacorte. Banned at the Covington Junior High School in Vancouver, Wash. (1988) because the book is devoid of hope and positive role models. Source: Mar. 1989, p. 61; May 1989, p. 79.

Bunting, Eve. *Karen Kepplewhite Is the World's Best Kisser.* Houghton; Archway. Challenged at the Little Butte Intermediate School in Eagle Point, Oreg. (1989) because the book was too mature for the elementary class students. Source: Jan 1990, pp. 4-5.

Christopher, John. *The Prince in Waiting.* Macmillan. Challenged at the Canby, Oreg. Junior High School library (1988) because it promotes "positive attitudes toward the occult and ridicule toward Christianity." Source: May 1989, p. 78.

Christopher, Matt. *The Kid Who Only Hit Homers.* Little. Challenged at the Beaverton, Oreg. (1989) School District because the book mentions the occult, witchcraft and astrology. Source: Jan. 1990, pp. 4-5.

Cohen, Daniel. *Curses, Hexes, and Spells.* Lippincott. Removed from the Cleveland, Okla. middle school libraries (1989) because witchcraft is a "religion" and that the First Amendment bars the teaching of religion in schools. Source: July 1989, p. 128.

_____. *The Restless Dead: Ghostly Tales from Around the World.* Archway. Challenged at the Ochoco Elementary School in Prineville, Oreg. (1989) because of the book is "totally preoccupied with the macabre, occult and demonic activity." Source: Jan. 1990, pp. 4-5.

Cole, Joanna. *A Snake's Body.* Morrow. Challenged at the Multnomah County Library in Portland, Oreg. (1988) because the photographs of a python crushing and eating a chick would upset and sadden children. Source: Jan. 1990, pp. 4-5.

Cole, William. *Oh, That's Ridiculous!* Penguin. Kept off the Mansfield, Ohio school library shelves (1990) for over a year after a complaint against it got lost in the shuffle of a school system reorganization. It was returned to open access in January when the Board of Education voted to retain the title challenged as inappropriate for children. Source: May 1990, p. 106.

Collier, James Lincoln and Collier, Christopher. *My Brother Sam is Dead.* Macmillan; Scholastic. Removed from the curriculum of fifth grade classes in New Richmond, Ohio

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(1989) because the 1974 Newbery Honor Book contained the words "bastard," "goddamn," and "hell" and did not represent "acceptable ethical standards for fifth graders." Source: Mar. 1990, p. 48.

Connier, Robert. *After the First Death*. Pantheon. Challenged as an assigned ninth-grade reading in the Troutdale, Oreg. schools (1989) because of the book's portrayal of teen suicide as well as the way the U.S. Army and the Palestine Liberation Organization were depicted. Source: Mar. 1990, p. 63.

_____. *Chocolate War*. Dell; Pantheon. Suspended from classroom use, pending review, at the Woodsville High School in Haverhill, N.H. (1990) because the novel contains expletives, references to masturbation and sexual fantasies, and derogatory characterizations of a teacher and of religious ceremonies. Source: May 1990, p. 87.

Cory, Donald Webster. *Homosexuality in America*. Watts. Returned to shelves of the Horry County School District middle school libraries in Conway, S.C. (1989) after an attorney advised that the 1988 state health education law did not prohibit books on homosexuality and abortion. Other titles temporarily removed include: *The Abortion Controversy in America* by Carol Emmens; *Kids Having Kids* by Janet Bode; and *Who They Are: The Right-to-Lifers* by C. Paige. Source: July 1989, p. 143.

Coward, Noel. *Blithe Spirit*. Grove. Challenged in the Springfield, Oreg. schools (1989) because the play encourages occult activities. Source: Mar. 1990, p. 63.

Cusack, Isabel. *Mr. Wheatfield's Loft*. Holt. Challenged at the Springfield, Oreg. (1988) Public Library because of profanity and the appearance of the subject of prostitution. Source: Jan. 1990, pp. 4-5.

Dahl, Roald. *Revolting Rhymes*. Bantam. Challenged at the Northeast High School in Goose Lake, Iowa (1990) because of its alleged violence, to the use of the word "slut," to the subject of witches, and to the fact that "the boy who is turned into a mouse by the witches will have to stay a mouse for the rest of his life." Source: May 1990, p. 105.

_____. *The Witches*. Farrar; Penguin. Challenged at the Northeast High School in Goose Lake, Iowa (1990) because of its alleged violence, to the use of the word "slut," to the subject of witches, and to the fact that "the boy who is turned into a mouse by the witches will have to stay a mouse for the rest of his life." Source: May 1990, p. 105.

Davis, Jim. *Garfield: His Nine Lives*. Ballantine. Moved to the adult section of the Public Libraries of Saginaw, Mich. (1989) after patrons requested that children be denied access. Source: May 1989, p. 77.

Dieckman, Edith. *The Secret of Jonestown: The Reason Why*. Noontide. Challenged at the La Grange, Ill. Public Library (1990) because promotes "hate" for the Jewish people. "It is a Nazi book and it doesn't belong in La Grange." Source: May 1990, p. 84.

Dragonwagon, Crescent and Zindel, Paul. *To Take a Dare*. Bantam; Harper. Challenged at the Crook County, Oreg. Middle School library (1989) because of "excessive use of profanity." Source: May 1989, p. 93.

Elsom, Robert. *Prelude to World War II*. Time-Life. Challenged at the Douglas County Library in Roseburg, Oreg. (1988) because the book contains nudity and violent photos harmful to children researching the war. Source: Jan. 1990, pp. 4-5.

Esslin, Bernard. *Cerberus*. Chelsea Hse. Challenged at the Central School in St. Peters, Mo. (1990) because the book is "frightening and inappropriate." Source: May 1990, p. 84.

Garden, Nancy. *Annie on My Mind*. Farrar. Challenged at the Cedar Mill Community Library in Portland, Oreg. (1988) because the book portrays lesbian love and sex as normal. Source: Jan. 1990, pp. 4-5.

George, Jean Craighead. *Julie of the Wolves*. Harper. Challenged in Littleton, Colo. (1989) school libraries because "the subject matter was better suited to older students, not sixth graders." Source: Sept. 1989, p. 186.

Ginsberg, Allen. *Collected Poetry, 1947-1980*. Harper; Viking Removed from the Murray County High School library in Chatsworth, Ga. (1989) because "it was really gutter stuff." Challenged at the North Central High School library in Indianapolis, Ind. (1989) because explicit descriptions of homosexual acts were deemed inappropriate subject matte for high school students. Source: July 1989, p. 128; Jan. 1990, p. 9; Mar. 1990, pp. 61-62.

Greene, Constance. *I Know You, Al*. Viking. Challenged at the Multnomah County Library in Portland, Oreg. (1989) because of sexual references, the presentation of divorce a fact of life and derogatory remarks about friends. Source: Jan. 1990, pp. 4-5.

Handford, Martin. *Where's Waldo?* Little. Challenged at the Public Libraries of Saginaw, Mich. (1989) because "on so of the pages there are dirty things." Source: May 1989, p. 78.

Hastings, Selina. *Sir Gawain and the Loathly Lady*. Lothrop; Macmillan. Challenged at the Public Libraries of Saginaw Mich. (1989). The complainant requested the library to "white out the swearing" which appear on page 16 of the book. The objectionable words were "God Damn You." Source: May 1989, p. 77.

Hawes, Hampton. *Raise Up Off Me*. Coward. Challenged at King High School in Corpus Christi, Tex. (1989) becau book contains "vulgar language and descriptions of abn sexual activity." Source: Jan. 1990, p. 32.

Hedderwick, Mairi. *Katie Morag and the Tiresome Ted*. Litt Challenged at the Public Libraries of Saginaw, Mich. (19 because on the last page of the story "the mother's sweat open to fully expose her breast." The library was asked t cover the drawing with a marker. Source: May 1989, p.

Howe, Norma. *God, the Universe and Hot Fudge Sundaes*. Houghton. Challenged at the Canby, Oreg. junior high school library (1988) because the book "pushes several it of the humanist agenda: death education, anti-God, pro-evolution, anti-Bible, anti-Christian, and logic over faith." Source: May 1989, p. 78.

Hoyt, Olga. *Demons, Devils and Djinn*. Abelard-Schuman. Challenged at Elkhorn Middle School in Frankfort, Ky. (1990) because "it describes devil worship." Source: May 1990, p. 84.

Jennings, Gary. *Black Magic, White Magic*. Dell, Dial, Har-Davis. Retained at the Ector County, Tex. school library (1989) after being challenged because the book might lur children into the occult. Source: Jan. 1990, p. 9; May 19 p. 107.

Jewkes, Wilfred Thomas. *The Perilous Journey*. Harcourt. Pulled from the curriculum of the Baltimore County, Md. school system (1989) because a three-page retelling of a African-American folk legend was considered racially insensitive. The offensive story was "All God's Chillen Wings." Source: Jan. 1990, p. 11.

Kilgore, Kathleen. *The Wolfman of Beacon Hill*. Little. Challenged at the Pilot Butte Junior High School in Ber Oreg. (1989) because the material does not enlighten, up or encourage character building traits. Source: Jan. 199 pp. 4-5.

King, Larry. *Tell It To the King*. Putnam; Thorndike Pr. Challenged at the Public Libraries of Saginaw, Mich. (19 because it is "an insult to one's intelligence" and cont foul language. Source: May 1989, p. 77.

King, Stephen [Richard Bachman]. *Christine* NAL; Viking Removed from the Washington Middle School library Meriden, Conn. (1989) after a parent complained about

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offensive passages. Source: May 1989, p. 75.

_____. *The Stand*. Doubleday; NAL. Restricted to ninth-grade students with parental consent at the Whitford Intermediate School in Beaverton, Oreg. (1989) because of "sexual language, casual sex, and violence." Source: Jan. 1990, pp. 4-5.

Klein, Norma. *My Life as a Body*. Fawcett; Knopf. Challenged at the Douglas County Library in Roseburg, Oreg. (1989) because the book condones homosexuality and premarital sex. Source: Jan. 1990, pp. 4-5.

_____. *The Queen of the What Ifs*. Fawcett; Knopf. Pulled from the Monte Vista Middle School library in Tracy, Calif. (1989) after two parents complained that its sexual content made the book inappropriate for middle school students. About a half dozen other titles were also removed and the parents have indicated a desire to review all books ordered for the library. Source: May 1989, p. 75.

Knowles, John. *A Separate Peace*. Bantam; Dell; Macmillan. Challenged as appropriate for high school reading lists in the Shelby County, Tenn. school system (1989) because the novel contained "offensive language." Source: Jan. 1990, pp. 11-12.

Kosinski, Jerzy. *Being There*. Bantam. Challenged as a reading assignment for an eleventh-grade English class at Crete, Nebr. High School (1989). Reinstated after being removed from the Mifflinburg, Penn. high school (1989) because the book's main character has a homosexual experience. Source: May 1989, pp. 79, 93.

Kuskin, Karla. *The Dallas Titans Get Ready for Bed*. Harper. Challenged at the Douglas County Library in Roseburg, Oreg. (1989) because children are not ready for illustrations and conversation about jockstraps. Source: Jan. 1990, pp. 4-5.

Lightner, A.M. *Gods or Demons?* Fourwinds Pr. Challenged at the Canby, Oreg. junior high school library (1988) because the book "promotes a secular-humanistic belief in evolution and portrays the 'Bible as myth.'" Source: May 1989, p. 78.

Lipsyte, Robert. *The Contender*. Bantam; Harper. Challenged as a summer youth program reading assignment in Chattanooga, Tenn. (1989) because "it sounds like pretty explicit stuff." Source: Nov. 1989, p. 162.

Lowen, Paul. *Butterfly*. Blue Moon Bks.; St. Martin. Challenged at the Tigard, Oreg. Public Library (1988) because of explicit sex and extreme physical and psychological cruelty. Source: Jan. 1990, pp. 4-5.

Maloney, Ray. *The Impact Zone*. Delacorte; Dell. challenged at the Multnomah County Library in Portland, Oreg. (1989) because of profanity and sexual references. Source: Jan. 1990, pp. 4-5.

Manchester, William Raymond. *The Glory and the Dream*. Little. Challenged at the Conway, Ark. High School (1989) as having inappropriate sexual and racial content. Source: July 1989, p. 129; Sept. 1989, p. 186.

Mayer, Mercer. *Liza Lou & the Yellow Belly Swamp*. Macmillan. Challenged at the Douglas County Library in Roseburg, Oreg. (1988) because of scary pictures and references to boiling children. Source: Jan. 1990, pp. 4-5.

Meretzky, Eric. *Zork: The Malifestro Quest*. Tor Bks. Challenged at the Jeffers Elementary school in Spring Lake, Mich. (1990) because it "is a disgrace to the Lord and to the Spring Lake school system." Source: May 1990, p. 84.

Merriam-Webster Editorial Staff. *Webster's Dictionary*. Merriam-Webster 1986 edition. Challenged in the Upper Pittsgrove Township, N.J. schools (1989) because the definition of sexual intercourse was objectionable. Source: Jan. 1990, p. 11.

Merriam, Eve. *Halloween ABC*. Macmillan. Challenged at the Douglas County Library in Roseburg, Oreg. (1989) because the book encourages devil worshipping. Source: Jan. 1990, pp. 4-5.

Miller, Henry. *Tropic of Capricorn*. Grove. An appeals court in Istanbul, Turkey authorized a public burning (1989) of Miller's 1939 novel as sexually exploitative. Source: May 1989, p. 90.

Momaday, N. Scott. *House Made of Dawn*. Harper; NAL; Penguin. Challenged at the Reynolds high school in Troutdale, Oreg. (1989) because two pages of the 1969 Pulitzer Prize winner were sexually explicit. Source: Jan. 1990, p. 32.

Morris, Desmond. *The Naked Ape*. Dell; McGraw-Hill. Reinstated after being removed from the Mifflinburg, Penn. high school (1989) because the book includes material on human sexuality that is "explicit, almost manual description of what some would refer to as deviant sexual relations." Source: May 1989, p. 93.

Myers, Walter Dean. *Hoops*. Dell. Challenged in Littleton, Colo. (1989) school libraries because the book "endorses" drinking, stealing, and homosexuality, uses offensive words, and contains a sex scene. Source: Sept. 1989, p. 186.

Naylor, Phyllis Reynolds. *Witch Herself*. Atheneum; Dell. Retained at the Ector County, Tex. school library (1989) after being challenged because the book might lure children into the occult. Source: Jan. 1990, p. 9; May 1990, p. 107.

_____. *Witch Water*. Atheneum; Dell. Retained at the Ector County, Tex. school library (1989) after being challenged because the book might lure children into the occult. Source: Jan. 1990, p. 9; May 1990, p. 107.

_____. *Witch's Sister*. Atheneum; Dell. Retained at the Ector County, Tex. school library (1989) after being challenged because the book might lure children into the occult. Source: Jan. 1990, p. 9; May 1990, p. 107.

Neufeld, John. *Freddy's Book*. Ballantine; Random. Challenged but retained, at the Lake Fenton, Mich. elementary school library (1989) because of the book's descriptions of male and female genitalia, menstruation, erections, sexual intercourse and wet dreams. The book was, however, placed on a restricted shelf and requires parents to check the book out. Partly as a result of the controversy, all of the district's library books were slated to be reviewed by a four-member committee consisting of a parent, teacher, librarian, and district administrator. Source: Jan. 1990, p. 9.

Paterson, Katherine. *Jacob Have I Loved*. Avon; Cromwell; Random. Challenged at the Bernardsville, N.J. schools (1989) as unsuitable for a sixth grade reading class. The Newbery award-winning book was offensive to several parents on moral and religious grounds. Source: Jan. 1990, p. 33.

Pierce, Tamara. *Alanna: Song of the Lioness, Book One*. Knopf. Removed by a library staff member, but later returned to the shelves of the David Hill Elementary School in Hillsboro, Oreg. (1989) because of sexual references and the use of amulet to prevent pregnancy. Source: Jan. 1990, pp. 4-5.

_____. *In the Hand of the Goddess: Song of the Lioness, Book Two*. Macmillan. Removed by a library staff member, but later returned to the shelves of the David Hill Elementary School in Hillsboro, Oreg. (1989) because of sexual references and use of amulet to prevent pregnancy. Source: Jan. 1990, pp. 4-5.

_____. *The Woman Who Rides Like a Man: Song of the Lioness, Book Three*. Macmillan. Removed by a library staff member, but later returned to the shelves of the David Hill Elementary School in Hillsboro, Oreg. (1989) because of sexual references and the use of amulet to prevent pregnancy. Source: Jan. 1990, pp. 4-5.

Prelutsky, Jack. *Rolling Harvey Down the Hill*. Greenwillow. Challenged at the Consolidated School library in New Fairfield, Conn. (1989) because the book of children's ver is "repulsive" and against the country's "moral fiber."

Source: July 1989, p. 127.

Price, Susan. *The Devil's Piper.* Faber; Greenwillow. Challenged at the Canby, Oreg. junior high school library (1988) because it "could encourage young minds to pursue occult, suicide, or adopt ill attitudes." Source: May 1989, p. 78.

Pyle Howard. *King Stork.* Little. Challenged at the Public Libraries of Saginaw, Mich. (1989) because it "would encourage boys beating girls" when the drummer beats the enchantress with a switch until she becomes a 'good' princess." Source: May 1989, p. 77.

Rushdie, Salman. *The Satanic Verses.* Viking. Challenged at the Wichita, Kans. Public Library (1989) because the book is "blasphemous to the prophet Mohammed." Source: July 1989, p. 125; Sept. 1989, p. 185.

Salinger, J.D. *Catcher in the Rye.* Bantam; Little. Banned from the classrooms in Boron, Calif. High School (1989) because the book contains profanity. Source: Nov. 1989, pp. 218-19.

Sendak, Maurice. *In the Night Kitchen.* Harper. Challenged at the Camden, N.J. elementary school libraries (1989) because of nudity. Source: Nov. 1989, p. 217.

Seuss, Dr. *The Lorax.* Random. Challenged in the Laytonville, Calif. Unified School District (1989) because the book "criminalizes the foresting industry." Source: Nov. 1989, p. 237; Jan. 1990, pp. 32-33.

Silverstein, Shel. *A Light in the Attic.* Harper. The poem "Little Abigail and the Beautiful Pony" from this award-winning children's book was banned from second grade classes in Huffman, Texas (1989) because a mother protested that it "exposes children to the horrors of suicide." Challenged at the Hot Springs, S. Dak. Elementary School (1989) as suitable classroom material because of its "objectionable" nature. Challenged at the South Adams, Ind. school libraries (1989) because the book is "very vile" and "contained subliminal or underlying messages and anti-parent material. Source: May 1989, p. 80; July 1989, p. 129; Jan. 1990, p. 32.

_____. *Where the Sidewalk Ends.* Harper. Reversing an earlier decision to remove the poem "Dreadful" from the library's copy of this book in a Riverdale, Ill. elementary school (1989), the school board retained the book and poem which was challenged for bad taste. Retained in the Modesto, Calif. district libraries and classrooms (1990) after being challenged as inappropriate for young readers. Source: Mar. 1990, p. 61; May 1990, p. 105.

Snyder, Zilpha Keatley. *The Headless Cupid.* Atheneum; Random. Challenged at the Hays, Kans. Public Library (1989) because the book "could lead young readers to embrace Satanism." Retained in the Grand Haven, Mich., school libraries (1990) after a parent objected to the book because it "introduces children to the occult and fantasy about immoral acts." Source: July 1989, p. 143; May 1990, p. 106.

_____. *The Witches of Worm.* Atheneum. Retained in the Grand Haven, Mich. school libraries (1990) after a parent objected to the book because it "introduces children to the occult and fantasy about immoral acts." Source: May 1990, p. 106.

Solotareff, Gregoire. *Don't Call Me Little Bunny.* Farrar. Challenged at the Douglas County Library in Roseburg, Oreg. (1989) because the character gets away with bad behavior. Source: Jan. 1990, pp. 4-5.

Spinelli, Jerry. *Space Station, Seventh Grade.* Dell; Little. Challenged at the La Grande, Oreg. Middle School Library (1988) because "profanity, sexual obscenity, immoral values are throughout the book." Source: May 1989, p. 93.

Steinbeck, John. *Of Mice and Men.* Bantam; Penguin; Viking. Removed from the Northside High School in Tuscaloosa, Ala. (1989) because the book "has profane use of God's name." Challenged as a summer youth program reading assignment in Chattanooga, Tenn. (1989) because "Steinbeck is known to have had an anti-business attitude." In addition, "he was very questionable as to his patriotism." Removed from all reading lists and collected at the White Chapel High School in Pine Bluff, Ark. (1989) because of objections to language. Challenged as appropriate for high school reading lists in the Shelby County, Tenn. school system (1989) because the novel contained "offensive language." Source: Nov 1989, p. 162; Jan. 1990, pp. 10-12; Mar. 1990, p. 45.

Strasser, Todd. *Angel Dust Blues.* Coward. Challenged at the Crook County Middle School in Prineville, Oreg. (1989) because of explicit language. Source: Jan. 1990, pp. 4-5.

Turkle, Brinton. *Do Not Open.* Dutton. Challenged at the Jackson, Calif. elementary school (1990) because of objections to its pictures of supernatural beings. Source: May 1990, p. 105.

Twain, Mark [Samuel L. Clemens]. *The Adventures of Huckleberry Finn.* Bantam; Bobbs-Merrill; Grosset; Harper; Holt; Houghton; Longman; Macmillan; NAL; Norton; Penguin; Pocket Bks. Challenged at the Sevier County High School in Sevierville, Tenn. (1989) because of racial slurs and dialect. Source: May 1989, p. 94.

Ungerer, Tomi. *Zeralda's Ogre.* Harper; Penguin. Removed from the Cascades Elementary School in Lebanon, Oreg. (1989) because the book had frightening illustrations. Source: Jan. 1990, pp. 4-5.

Van Slyke, Helen. *Public Smiles, Private Tears.* Bantam; Thorndike. Challenged at the Public Libraries of Saginaw, Mich. (1989) because the book is "pornographic" with no redeeming value. Source: May 1989, p. 77.

Vonnegut, Kurt, Jr. *Slaughterhouse-Five.* Dell; Dial. Challenged in the Monroe, Mich. Public Schools (1989) as required reading in a modern novel course for high school juniors and senior because of the book's language and to the way women are portrayed. Source: July 1989, p. 144.

Walker, Alice. *The Color Purple.* Harcourt. Challenged at the Public Libraries of Saginaw, Mich. (1989) because it was "too sexually graphic for a 12-year-old." Challenged as a summer youth program reading assignment in Chattanooga, Tenn. (1989) because of its language and "explicitness." Challenged as an optional reading assignment in the Ten Sleep, Wyo. schools (1990). Source: May 1989, p. 77; Sept. 1989, p. 162; May 1990, p. 88.

Walker, Barbara G. *The Woman's Encyclopedia of Myths and Secrets.* Harper. Restricted to non-required assignments at the North Bend, Oreg. (1988) High School library because the book "is of no benefit to anyone." Source: Jan. 1990, pp. 4-5.

Williams, Jay. *The Magic Grandfather.* Macmillan. Challenged at the Little Butte Intermediate School in Eagle Point, Oreg. (1989) because the book used swear words, and deals with magic and witches. Source: Jan. 1990, pp. 4-5.

Yates, Elizabeth. *Amos Fortune, Free Man.* Dutton; Penguin. Temporarily removed from the classrooms as an optional reading assignment in the Montgomery County, Md. schools (1989) because the 1950 Newbery Award winning book contained "racist dialogue, fostered stereotypes, and could be degrading to black children who read it." Source: Mar. 1990, p. 62.

APPENDIX C

Instrument Cover Letter

January 4, 1993

Dear Media Specialist,

I am conducting a study on the existence of restrictive access to books in media centers of Georgia pubic high schools, middle or junior high schools, and elementary schools. This study is being conducted as partial fulfillment of the requirements for an Educational Specialist degree in library media at Georgia State university.

Your help in completing the enclosed questionnaire would be appreciated. Field-testing results estimate that it should take no more than 5 minutes of your time. Please return it in the stamped, pre-addressed envelope by January 14, 1993.

All answers will be confidential. There is no need to put your name on the questionnaire. The number in the right-hand corner is for my data collecting needs only.

Thank you for your cooperation and time in completing this questionnaire. I will be happy to assist you in a similar project in the future.

Sincerely,

Vi DuPree
Media Specialist
Woodland Elementary

APPENDIX D

Survey Questionnaire

SURVEY ON RESTRICTIVE ACCESS TO BOOKS

PLEASE RESPOND TO THE FOLLOWING;

Part I Survey

1. Are there any books in the media center of your school that have restricted access? (Books requiring special permission for student check-out)

   ( ) Yes ( ) No

2. If your answer to Question 1 was Yes, please list the most recent title restricted, and answer the following questions about that title. If your answer to Question 1 was No, please continue with Part II of this survey.

   Title_____

   Author _____

3. Was the book placed on the restrictive shelf as the result of a complaint?

   ( ) Yes ( ) No

4. If your answer to Question 3 was Yes, was the book formally challenged (a written complaint was filed), or informally challenged (no written complaint was filed)?

   _____ Formally _____ Informally

5. On whose authority was this book placed on the restrictive shelf? Please check the one that most nearly applies.

   _____ (1) Teacher

   _____ (2) Media Specialist

   _____ (3) Media Committee

   _____ (4) Principal

   _____ (5) School Board

   _____ (6) Other _____
   (Please specify)

6. What was the reason for restricting access to this book? Please check as many that apply.

_____ (1) Profanity
_____ (2) Nudity
_____ (3) Sexuality
_____ (4) Realism
_____ (5) Racism
_____ (6) Violence
_____ (7) Satanism (occult)
_____ (8) Stereotyping
_____ (9) Anti-Christian
_____ (10) Anti-American
_____ (11) Drug Abuse
_____ (12) Other_____
(Please specify)

7. What are the criteria for student check-out of this book? Please check as many that apply.

_____ (1) Age
_____ (2) Grade
_____ (3) Parental Permission
_____ (4) Teacher Permission
_____ (5) Other _____
(Please specify)

ADDITIONAL
COMMENTS_____

_____

Part II. Demographic Information

1. Type of School

_____ (1) High School
_____ (2) Middle or Junior High School
_____ (3) Elementary School

2. Size of School

_____ Approximate number of Students

APPENDIX E

Field-testing Cover Letter

November 30, 1992

Dear Media Specialist,

I am conducting a study on the existence of restrictive access to books in media centers of Georgia public high schools, middle of junior high schools, and elementary schools. This study is being conducted as partial fulfillment of the requirements for an Educational Specialist degree in library media at Georgia State University.

Your help in field-testing the enclosed questionnaire would be appreciated. Please answer the questionnaire and return it in the pre-addressed, stamped envelope by December 11, 1992. Estimate the time it takes to complete, and include any suggestions about the format or phrasing that would improve the clarity.

The coding in the upper right-hand corner is for my bookkeeping purposes only. All of your answers and comments will be kept confidential. Thank you for your cooperation and time in completing this questionnaire. I will be happy to assist you in a similar project in the future.

Sincerely,

Vi DuPree
Media Specialist
Woodland Elementary

APPENDIX F

Restricted Titles From Survey

Restricted Titles From Survey

Andrews, V. C. (All titles by this author)

Being Born by Sheila Kitzinger

Blume, Judy (All titles by this author)

Changing Bodies, Changing Lives by Ruth Bell

Children and the Aids Virus by Hausherv

The Color Purple by Walker

Dear Zoo by Campbell

The Facts of Life by Jonathan Miller

Fat, A Love Story by Barbara Wersba

Grandpa's Ghost Stories by James Flora

Greek Myths - Gods, Heroes and Monsters by Ellen Switzer

Growing Up by Susan Meredith

How You Were Born by Joanna Cole

I am the Cheese by Robert Cormier

I Know You, Al by Constance Greene

In My Own Words by Charles Manson

King, Stephen (All titles by this author)

Learning About Aids by Shel Silverstein

Love and Sex and Growing Up by Corine Benson Johnson

Ludie's Song by Dirlie Herlihy

More Scary Stories to Tell in the Dark by Alvin Schwartz

Outside Over There by Maurice Sendak

Sybil Leek's Book of Curses by Sybil Leek

Upchuck Summer by Joel L Schwartz

Visual Dictionary of the Human Body (An Eyewitness Book)

Wait Till Helen Comes by Hahn

Witchcraft by Roger Hart

A Woman's Guide to Safe Abortion by Corsaro & Korzeniowsky

World Book Encyclopedia (1993)